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MODERN LANGUAGE BULLETIN

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MODERN LANGUAGE BULLETIN

HISTORY AND AIM OF THE ASSOCIATION

The Modern Language Association of Southern California was founded in the fall of 1910, in Los Angeles. It seeks for its membership those who are interested in French, in German, or in Spanish and who desire to see the study of the foreign languages hold a strong place in American education. Three regular meetings yearly (April, October, December) are held in Los Angeles, or vicinity, conducted in English. Problems which pertain chiefly to one language only are considered in special "Section" meetings, conducted in the given language.

Opportunities for larger and larger service have gradually presented themselves. In April, 1915, it was decided to widen the Association's sphere of usefulness beyond the limited circle of those living near enough to Los Angeles to attend the meetings. The "Bulletin" was established, that it might gather and disseminate material of interest and value to teachers, to students, and to other friends of the modern languages. This little journal is to appear three times a year. Subscription to it (50 cents per calendar year) entitles one to associate membership—without privilege of voting or of holding office. Such membership is open to anyone interested—with the exception that Modern Language teachers within thirty-five miles of Los Angeles are admitted to full membership only, the annual dues for which are \$1.00.

The Association hopes that the "Bulletin" will prove of use beyond the limits of Southern California, or even of the big state itself. With naught but the greatest friendliness for similar associations elsewhere, it offers the "Bulletin" as a means to help strengthen our common interests. It believes that the live teacher, while active in his local organization, will be glad to "give and take" with friends elsewhere.

Contributions to the "Bulletin" should be sent to the chairman of the Education Committee.

C. A. W.

A MESSAGE FROM THE PRESIDENT

On December thirty-first, the Association completed its most successful year. Among its achievements were an increased membership and the launching of the "Bulletin," due, in great part to the splendid efforts of the president of last year. With this impetus, the present year promises to fulfil the highest hopes of those who founded and have given their loyal support to the organization. The membership has increased during the last

three months about fifty per cent. and will, in all probability, be doubled by the end of the year.

The "Bulletin" has met with a most favorable reception. It was founded on sound principles, the intention being to meet the direct needs of the teacher. It comes in response to a local demand which is, apparently, shared by many other sections of the country. Professor E. C. Armstrong, of the Johns Hopkins University, writes: "I am interested *** in the Bulletin. If you are not doing what the "Proceedings of the Modern Language Association" or "Modern Language Notes" do, you are not, and should not be, trying to. On the other hand, you are ahead of the East, for we are only now in the act of establishing what you already have—a Modern Language teachers' journal for the Eastern and Central states." Similar words of approval have come from Professor O. M. Johnston of Stanford University, and Professors Hohlfield and Charles M. Purin of the University of Wisconsin.

The financial condition of the Association is excellent. It is the intention of the Executive Committee that the expenditures this year shall not exceed the receipts. Furthermore, the Association will be asked to vote on the question of reimbursing the officers of last year who assumed personally the deficit, about sixty-five dollars, incurred in publishing the first two issues of the "Bulletin." This can be met through current receipts and advertisements in the "Bulletin."

Special attention is called to the next meeting of the Association, which will be held on Saturday, April 29th, at the University of Southern California. The session will begin at ten o'clock, and lunch will be served at twelve thirty in the University cafeteria. For further particulars, see the enclosed programme. Careful consideration should be given to the election of the three members at large of the Executive Committee, since these officers serve as chairmen, respectively, of the three important committees, the Education, the Membership, and the Social. The chairman of the Education Committee is editor-in-chief of the "Bulletin." The presidents of the three sections, German, French, and Spanish, will also be chosen.

L. M. R.

A SUGGESTION WITH REFERENCE TO THE INTERPRETATION OF FRENCH GRAMMAR

The purpose of the writer is to emphasize the importance of interpreting grammar, as far as possible, in the light of the mental laws upon which grammatical rules are based. A considerable part of the latest research along the line of syntax is from the metaphysical point of view and the teacher would do well to profit by the results of these investigations. The moment we understand that a given rule represents the mental attitude of the speaker, the usage in question takes on a new meaning.

If studied in this way, grammar is no longer a mere catalogue of facts, but reveals something of the mental history of the race that made it. To illustrate the value of this method of interpreting grammar, I have selected three of the most difficult questions in French syntax, namely, the position of the adjective, the use of the subjunctive, and the use of the past tenses of the indicative.

That the position of the French adjective depends upon the mental attitude of the speaker seems to be a generally accepted fact. As a rule, the adjective standing before its substantive is an emotional epithet (*un cruel ennemi, noble audace!*) On the other hand, when the adjective follows the substantive it is an intellectual epithet, a logical distinguisher (*un livre français, une table ronde*). For example, in the phrase *une table ronde*, the adjective *ronde* distinguishes the particular kind of table in question from other tables of different shapes. The logical position of the adjective being after the substantive, it is natural that this order should be followed when the reasoning faculties predominate. On the other hand, if the adjective is named before the substantive, it is because the logical order has been reversed by an emotional conception. This theory was first stated by Vinet ("Chrestomathie française," II), who said: "On pourrait dire en général que l'esprit place l'épithète après le substantif, et que l'âme la place plus volontiers devant."

The subjunctive mood may be defined as a statement of thought, while the indicative is a statement of fact. The subjunctive indicates that the assertion is made "as something that is conceived in the mind of the speaker." The speaker is thinking of the statement "as something of which he forms a picture in his mind." In noun clauses this mental picture is expressed by the verb or the verb phrase in the principal clause. The verbs requiring the subjunctive may be classified as follows:

1. Verbs expressing an action of the will.

Le médecin défend que je sorte.

Je consens que cela se fasse.

Il exige que toutes les portes soient fermées.

2. Verbs expressing emotion.

Je regrette qu'il soit parti.

Il aime qu'on lui dise toujours la vérité.

Je m'étonne qu'il n'ait pas honte.

3. Verbs expressing an intellectual conception, if the knowledge is denied or questioned.

Je nie qu'on puisse vous comprendre.

Je conteste qu'il ait eu du succès.

Je doute qu'il le fasse.

Croyez-vous qu'il soit malade?

Pensez-vous qu'il pleuve demain?

Il ne croit pas que je sois malade.

Si je croyais qu'il fût malade, j'irais le voir.

In an article entitled "French Past Definite, Imperfect, Past Indefinite" ("Modern Philology," Vol. VI, pp. 45-53) Professor E. C. Armstrong calls attention to the fact that the mental attitude of the speaker toward the assertion he is making determines the choice of the past tense to be used in any given case. He shows that the definition which makes of the imperfect the tense for continuation and repetition is unsatisfactory, because both of these ideas may be expressed by the past definite:

Pendant quinze jours il travailla.

Plusieurs fois il perdit son chemin.

Pendant un mois il partit chaque matin à sept heures.

The examples just cited make it clear also that to define the past definite as representing a single act in the more remote past, or as a point, while the imperfect is to be regarded as a line, is equally unsatisfactory. With reference to the usual definitions of these tenses, Professor Armstrong (op. cit., p. 46) says: "The rules are too purely formal and fail to recognize the fact that the simplest thought is made up of a number of elements, some one of which the speaker usually selects and brings by one means or another into greater prominence than the rest. This is the cause which determines the choice of one or another related tense. What in a given instance determines the choice of the imperfect is not that it and it alone expresses duration or repetition in past time. Such a statement we have seen will not hold. The speaker uses the imperfect because of an intent to stress, to fix the attention upon the duration or repetition, and this the imperfect accomplishes." Professor Armstrong's conclusions regarding the use of the three tenses under consideration may be stated briefly as follows:

1. The imperfect stresses duration or repetition.

Il était tout puissant.

Il se levait de bon matin.

2. The past indefinite stresses completion in the present of a past action.

Il a été tout puissant.

3. The distinguishing characteristic of the past definite is its removal of the action from the sphere of the present.

Il fut tout puissant; personne ne le craint plus.

Other problems of French grammar might have been selected to explain this metaphysical point of view, but those already mentioned will suffice to show the importance of taking into account the mental attitude of the speaker in trying to interpret his statements. The writer fully realizes the fact

that there are likely to be exceptions to the most generally accepted statements of grammatical rules. This, however, in no way diminishes the importance of endeavoring to understand the principles underlying the facts of grammar. This brief note is, therefore, offered with the hope that it may at least be suggestive, that the point of view here mentioned may prove to be helpful to the teacher.

OLIVER M. JOHNSTON.

March 21, 1916. Leland Stanford Junior University.

THE "DIRECT" TEACHING OF A FOREIGN LANGUAGE IN THE AMERICAN HIGH SCHOOLS

Abstract of paper to be read at the first meeting of the Association of Modern Foreign Language Teachers of the Central West and South, in Chicago, April 15, of this year:

1) Much confusion still prevails among American foreign language teachers with regard to the terms "Direct Method," "Reform Method" and "Natural Method." A clear-cut definition of the aims and scope of each is therefore highly desirable and an attempt is made to present it here.

2) The place of the "Natural Method" is in the primary grades with children who begin the study of a foreign language at an early age (8 or 9 years). To teach by this method in a high school would mean a waste of time and energy.

3) The "Direct Method" as it is applied in France presupposes a course extending over a period of at least six years. This method can be applied most effectively in the so-called "Junior High Schools"; it is feasible, however, also in a four-year high school course, provided the instructor is able to discriminate between the more essential and the less essential features of the method.

4) In high schools where the foreign language course comprises less than four years, the "Reform Method," with considerable allowances for the use of the mother tongue in the classroom, is the only sane and effective method to use, and the amount of the vernacular should increase, the shorter the course and the older the student.

5) Exceptions:

In schools and classes where the chief aim is to give the learner a speaking ability, the use of the "Direct Method" is not only logical but imperative. The Grammar-Translation Method, on the other hand, should be used with students who wish to become nimble and exact translators within a comparatively short time (two or three years).

6) The question of texts. The age of the pupil, the length

of the course, and the aim of the course will determine the nature of the grammar and other texts to be used.

In two and three year high school courses—and these constitute by far the larger per cent of foreign language courses—teachers are warned against the use of books on idioms and haphazard conversations; they are, as a rule, unsystematic and, therefore, unpedagogical. Similar warning must be sounded against picture-worship (Wandbilder, Hölzel, Perthes, etc.).

The "Direct Method" texts—their strong and weak points. Necessity of separate texts for high school and for college students. Some practical suggestions regarding the edition of high school texts based on the so-called "Direct Method." Remarks on books dealing with Methods of Modern Language Teaching.

7) Other points which I shall not take up at the meeting but which will be embodied in the paper for publication:

A) Computation of high school units in foreign languages in terms of college credits.

B) Educational experiments dealing with Modern Language work in this country and in Germany.

C) The question of grading the work of pupils: (a) The Missouri plan; (b) The Catell plan; (c) The Cajori plan.

University of Wisconsin.

CHARLES M. PURIN.

A L'INSTAR DE CHINARD.

Dans sa série de publications, l'Université de Californie, vient de publier "Notes sur le Voyage de Chateaubriand en Amérique" (Juillet-Décembre 1791) de la plume du professeur Gilbert Chinard.

Cet ouvrage constitue la plus importante contribution de 1915, en langue française, à la division de l'Université, traitant de philologie moderne. En nous donnant la primeur de ses notes, qui indiquent de longues et laborieuses recherches, notre éminent collègue a fait œuvre double, d'une grande portée.

Le voyages de Chateaubriand, qui attire la critique depuis un siècle, est expliqué de main de maître dans un style clair et entraînant; des notes nombreuses et en langues diverses confirment à chaque page les déductions de l'érudit auteur et en fortifient les savantes conclusions.

Le professeur Chinard a fourni à la philologie moderne une critique nouvelle, de cette union littéraire de la France et de l'Amérique que créa Chateaubriand dans ses ouvrages, où il traita pour la première fois des Etats-Unis, pays mystérieux et presque légendaire pour le français de son époque.

Ces notes nous paraissent trop importantes pour ne pas exprimer l'espoir qu'un jour, il sera permis à l'auteur de préparer un ouvrage plus détaillé, qui constituerait le dernier mot sur l'analyse de l'itinéraire du fameux voyage. Ce volume,

combiné avec ses notes déjà publiées sur le prologue d'Atala, augmenté par des études diverses qu'a fait M. Chinard sur l'œuvre de Chateaubriand, formerait une critique d'histoire littéraire d'une grande valeur.

Mais si nous avons droit de nous réjouir, en lisant cette analyse, d'un travail délicat et bien documenté, en langue française, d'un ouvrage français, trait-d'union franco-américain d'un assez fort lointain qui est devenu plus vivace que jamais à l'heure présente, nous avons à remercier M. Chinard de nous avoir montré une nouvelle voie d'efforts pour resserrer ces liens d'amitié et d'admiration mutuelles.

HECTOR ALLIOT.

LA LITTÉRATURE FRANÇAISE AU DIX-SEPTIÈME SIÈCLE

Le dix-septième siècle est, dans la littérature française, le siècle qui domine tous les autres. C'est un siècle où le génie de la nation et de ses auteurs se montre au-dessus du goût exclusif de l'antiquité et des influences étrangères,—les influences qui étaient si puissantes dans les âges précédents. On y remarque les chefs-d'œuvre en poésie, en prose, sur le théâtre et même dans l'histoire et la philosophie.

Si l'on cherche la source d'où viennent tant de productions, on peut la reconnaître dans un vers de Boileau:

"Aimez donc la raison; que toujours vos écrits.

Empruntent d'elle seule et leur lustre et leur prix."

La raison, c'est à dire l'amour du simple, le bon sens, est le principe des écrits de ce siècle. La raison a rejeté tout ce qui était obscur et faux, mais elle n'était pas étroite ou tyrannique. Elle a laissé beaucoup à l'imagination. Celle-ci pouvait se mouvoir à l'aise. Il y avait place pour tout ce qui était avoué par le bon sens.

Mais la raison et le bon sens n'eurent pas seul empire sur la littérature de ce siècle. Deux autres puissances qui y ont exercé une action bien sérieuse, furent la Royauté et l'Eglise. Au bout du siècle, la France, lasse des discordes civiles et religieuses, fut bien contente d'accepter la domination de Richelieu. Après vint la Fronde avec toutes ses intrigues. Au sortir de ces désordres suivit le règne d'un jeune roi, aimable et fier; très jaloux d'avoir la soumission de son peuple. En même temps l'Eglise gouvernait les pensées et les actions des hommes, et pendant le règne de Louis XIII et la régence d'Anne d'Autriche vinrent se montrer tant de saints personnages qui furent illustres par la piété et par les vertus, les grands orateurs sacrés, tels que Fénelon et Bossuet. Toute la société de ce temps fut chrétienne. La raison dominait toutes les intelligences du peuple français; la foi, c'est à dire l'Eglise, dirigeait toutes leurs actions et le roi, qui osa s'écrier "L'Etat c'est moi," gouvernait la France entière.

On ne peut dire au juste quand ce siècle, bien nommé le Grand Siècle s'ouvrit. Il n'y a pas de date précise. Pendant le seizième siècle parurent des productions bien littéraires. Il est vrai que pendant ce temps les auteurs français ont emprunté aux Romains et aux Italiens, les descriptions et les comparaisons mais c'était un siècle de préparation nécessaire, qui annonçait la grande époque qui venait.

Au milieu de cette invasion des langues étrangères, deux auteurs ont essayé de garder et de fixer la langue nationale. Ce furent Malherbe et Guez de Balzac. Ils méritent d'être comptés comme les deux premiers écrivains du dix-septième siècle. Malherbe accomplit la mission de réformateur dans la poésie française, et Balzac dans la prose. En même temps, ils formèrent des disciples qui travaillèrent à fixer la langue de leurs maîtres. Alors les réformes, déjà commencées, furent maintenues par les assemblées, les sociétés littéraires. L'hôtel de Rambouillet fut fondé, dont Balzac était le correspondant et Malherbe l'habitué. Parmi les grandes dames qui fréquentaient cet hôtel, il faut citer Madame de Sévigné, qui a écrit les lettres si charmantes.

Pendant ce temps l'Académie fut organisée chez Malherbe, ayant pour l'objet principal, l'art d'écrire. Ensuite l'institution de Port-Royal, une réunion d'esprits qui avaient au cœur la religion et la condition de l'Etat. C'était une espèce de club théologique. On y remarque beaucoup de moralistes et de savants. Pendant ce temps parurent les œuvres de Racine et de Molière, le poète critique avec ses types vivants, de Racine et de la Fontaine. Les réformes du commencement du dix-septième siècle furent accomplies et vinrent d'autres grands écrivains: Corneille, Descartes, Pascal, La Rochefoucauld et Voltaire.

Tels sont les traits qui composent la gloire du dix-septième siècle et les hommes qui ont donné l'expression à l'âme du peuple français; qui ont créé cette langue remplie de précision et de sublimité, cette langue par excellence.

Or, comme la plupart des livres que nous lisons en classe, sont des œuvres du dix-huitième ou du dix-neuvième siècle, il faut faire remarquer aux élèves plus avancés la beauté de ce "Grand Siècle" et les traits de ses auteurs. Ils doivent étudier leurs œuvres principales et savoir que ces écrivains ont excellé, à la fois, dans plusieurs genres; que souvent leurs passages expriment la force, l'énergie, l'audace et aussi qu'ils se montrent tendres, délicats et compatissants. Alors ce siècle bien étudié et bien apprécié peut rapporter de très grands bénéfices aux élèves et il arrivera sans doute que l'étude de ces auteurs fera naître aux élèves l'envie de porter la lecture plus loin.

TEXT-BOOKS IN THE HIGH SCHOOLS AND INTERMEDIATE SCHOOLS OF LOS ANGELES

In the fall of 1911 it was decided to have uniform courses in the high schools of Los Angeles. For that purpose, committees were appointed from the different departments of the high schools, to outline the work to be accomplished in each course and to select a list of text-books. In the languages, there was also a list of supplementary texts from which teachers could select.

For the last two years one teacher for each language was selected from each high school and intermediate school. The appointment was made by the chairman of the foreign language committee, Dr. A. E. Wilson, after conference with the principal. The lists now contain about two or three times as many texts for reading purposes as are used by any one teacher, so as to allow the individual teacher freedom of choice. These lists of text-books can be obtained by applying at the superintendent's office.

In February of this year it was further decided to compile a list of reference books to be purchased for the various school libraries. Miss Mabel S. Dunn has general charge of the library list; Carlton A. Wheeler is chairman of the committee on Modern Languages. It is the aim of the latter committee to submit a list of standard works in the various languages and they will be glad to receive suggestions.

The grammars decided upon were Walter-Krause's "Beginners' German" or Spanhoofd's "Elementarbuch" for the first year, and Gohdes and Buschek's "Sprach-und Lesebuch" for the second and third years. These books are to be supplemented by readers and other texts appropriate for these three years.

This combination is proving largely satisfactory, except that it might be desirable to use in the first year a simpler and more conversational book than Spanhoofd's "Elementarbuch." For the second and third years, Gohdes and Buschek's book is very well adapted. It offers a wealth of practical drills and exercises on a well selected vocabulary. Standard stories and selections from German juvenile literature form the basis of most of the exercises. The book is based on the direct method and sound pedagogical principles.

V. BUEHNER.

MODERN LANGUAGE CLUBS

A Spanish Club.

(The Circulo Hispánico of the San José High School is one of the successful Spanish Clubs of the state and much of the credit for the good work done there is due to the untiring efforts of Miss Ruth Henry, who sends the following article.)

Our club meets twice a month, although we should be glad to meet oftener. However, there are so many other clubs in the school that it is impossible to find the time for more frequent meetings. Were it not for the fact that some pupils derive more profit from club work than their class work, the Circulo Hispánico would not be worth the labor that it costs, for a foreign language club is of necessity very dependent on the teacher. The membership is limited to thirty-five but I believe now that it should be extended to forty-five, since we have several hundred students taking Spanish. Dues are fifty cents a semester; part of this goes for the club picture in our year-book, the "Bell," the rest for current expenses.

Membership in the club is considered the highest honor given in the Spanish department, since the teachers recommend only those who make an average of over 80 per cent after seven months of Spanish. Members must appear on the program once each quarter in order to receive their Spanish Club diploma, when they graduate from the school. Out of twenty to forty names recommended each semester, usually only eight or ten are elected. No blackballing is allowed, but the eight receiving the highest number of votes are invited to join. The Club invariably chooses those students who are already prominent in activities and this gives it prestige; and at the same time it is a detriment, for it leaves out some who would be glad to come in and would have more time to give to it than these better known students. Yet, they seem democratic, for all the apparent cliques of the school are represented and we are careful to keep the "Spanish hands" off of school politics.

The social life of the Club is a great feature naturally. We have four or five functions a year, including the annual formal dance, the public entertainment, a drama, etc. The Club thoroughly enjoys the initiation of the probationary members into full membership, after they have made a successful appearance on the program. Sometimes they combine the farewell banquet to graduate members with the welcoming of the new members. Anyone wishing hints on the initiation stunts may feel at liberty to write to me.

To keep the programs interesting and see that they give the proper training is a task. We have a committee of five who plan the semester's programs. The roll-call is answered with Spanish quotations, proverbs or what the fancy chooses. Other numbers are original speeches, memorized anecdotes or poems, essays, impromptus, critic's report, etc. These we vary with little farces, which they enjoy best of all. Sometimes I give them a short talk on my Mexican or Spanish travels and, using the picture machine, show post cards. Sometimes they dare a Spanish debate. They make fearful mistakes but they gain so much by the attempt that it is worth while. Once for the probationers' program, combined with a party, the new ones were required to dress as little tots and each gave the Spanish version of some Mother Goose jingle which had been assigned him. For the next program each probationer is to prepare his autobiography in Spanish and startle us by telling the most exciting events of his life.

Sometimes the programs fall into a rut and grow dull, then the attendance is poor and fines go unpaid. During such a time recently the loyal ones instigated an attendance contest, at the close of which the losers entertained the winners. Those who had been negligent about attending, were made very uncomfortable until they reformed.

At the parties it is a struggle to keep Spanish foremost. No fine or forfeit will keep beginners from talking English. But they take hold of games in Spanish with gusto. This taxes the ingenuity of the teacher to plan new games. We play some "Wild questions and answers," "plants, animals and minerals," "shouting proverbs," "anagrams" and many more games which I will gladly explain to any one interested enough to write to me.

My third year Spanish class have organized so that they are almost a club and very much easier to handle. I grant them a session every now and then, and as some of them speak Spanish fluently, they enjoy this thoroughly. I believe where schools are not large enough to warrant a formal club that some procedure like this in the advanced classes will be found to add a great deal to the students' interest in Spanish. They value the language in proportion to the amount of it they really feel they use.

I have never been able to find anything on Spanish parliamentary terms and would welcome information on this.

San José High School.

RUTH HENRY.

(Note: The inquiry in regard to Spanish parliamentary terms will be answered in full in the next number of the "Bulletin." In the meantime, anyone who is sufficiently interested can get information in regard to them by writing to Mrs. Sarah M. Hatfield, Pasadena High School.)

German Plays for Club or Class

Koelling and Klappenbach of Chicago sell for ten cents a copy the following excellent list of short plays. We have given nearly all of them in our club meetings, with some necessary revision of dialect parts into good German.

Heft 1—Das erste Mittagessen (2 Herren—2 Damen).

Heft 4—Das Salz der Ehe (2 H.—1 D.) Blinder Eifer schadet nur (6 H.)

Heft 5—Die Näherinnen (6 D.)

Heft 6—Kaffeeklatsch (4 D.)

Heft 8—Der neue Verein (2 H.—5 D.)

Heft 9—Kleine Ursache, grosse Wirkungen (2 H.—4 D.) Ein Studentenstreich (4 H.)

Heft 13—Er soll der Herr sein (4 H.—2 D.)

Heft 15—Rede stets die Wahrheit (3H.—2 D.)

G. E. Stechert and Co., 151-155 West 5th St., New York, will send on request a Theater-Katalog von Reclams Universal-Bibliothek. This catalogue is very complete and contains plays and operas of all kinds and for all occasions. Kaisers Geburtstag, Karnevalzauber, Lutherfestspiel, Heilige Nacht and many others afford a wide field for choice. We gave "Weisse Rosen" at our last Christmas meeting, and it is a good short Christmas play. "Weihnachtsmanns Doppelgänger" and "Die Puppenprinzessin" are splendid for a whole evening's entertainment.

We dramatize the stories we read in class, and give them in class, for all pupils love to act and seem to memorize better in this way than in any other. If the stories are very long, we use the most interesting scenes.

The following are some of our club programs. I should be very glad to read programs given at other schools and hope some may appear in the Bulletin.

October — Election of officers.

Initiation of new members (Stunts in German).
Songs.

Games—(1) Wortspiele (2) Wasser, Luft und Erde (3) Kofferpacken.

November—Play—"Rede stets die Wahrheit."

Radiopticon pictures, "Peasant Life in Germany."

Songs.

Games—(1) Was sagt die Welt dazu (2) Taschentuch Zuwerfen (3) Wie sehe ich aus?

December—Christmas play—"Weisse Rosen."

Tree—Weihnachtsmann.

Christmas songs, charades and fairy stories.

January — "Des Kaisers Geburtstag"—Festspiel.
Radiopticon pictures—Berlin and German cities.
Songs.
Games from Alban V. Hahn's "Buch der Spiele"
(500 pages).

February—Play—"Das erste Mittagessen."
Game—Anagrams.
Making of valentines with German jingles.

Santa Ana High School.

M. BESS HENRY.

A French Club

(Los Angeles Polytechnic High School)

Alert and full of enthusiasm are the eighty-eight members of the French Club of the Polytechnic High School, Los Angeles. The chief purposes of this club, which is under the direction of Miss Euphrasie Molle, are as follows: to take up the same work done in the classes in a less formal way; to make the course broader and more complete; to discuss questions of general interest in French; to have a social time in French and to think and talk French spontaneously. The newly elected officers recently presented the following program which centers around "Colette Baudoche," a new book written by Maurice Barrès, a noted French author, and sent by him to Miss Molle.

1. Introduction of the new officers.
2. "The Flag."
3. "The Soul of Belgium."
4. Talk on "Colette Baudoche."
5. Debate—Resolved that Colette Baudoche did well in refusing the hand of Frederick Asmus, the Prussian professor.
6. Solo—Berceuse de Jocelyn.

The French chorus and orchestra also furnished music.

NOTES

Contributors: C. A. Wheeler, Martin de Shazo, Mrs. Mary F. Cox, Roy E. Schulz, Gracia Fernandez and Ethel Shatto.

We have just received a copy of the first Bulletin of the Wisconsin Association of Modern Foreign Language Teachers. It contains three most helpful papers which have been presented at the various meetings of the association, more extended notice of which has been made in the Periodical Department of this Bulletin. The Publication Committee of the Modern Language Association of Southern California desires to extend its heartiest greetings and good wishes to this new publication. E. S.

Dr. Balliet, of Teachers' College, New York, has recently paid a visit to California. His criticisms upon various branches of our curriculum from the point of view of "practical results," and of "the pupil's desiring more of it when he leaves school" have set some of us Modern Language teachers to thinking about the "next step." Not enough of our pupils do care to go on with the foreign language when the compulsion stops. Suppose every student expecting to take up a modern language were to have one semester of a survey of the cultural history, literary landmarks, and present meaning for the world of the people or peoples whose language he expected to study. Suppose every aid of translations, books of travel and adventure, pictures, anecdotes, talks by natives of the country, etc., etc., were to be made a part of the "work." Suppose further that no one were allowed to start the real study of the language, unless this preliminary visit to the source of the subject had led to a real desire to master the key to its innermost secrets. Would such pupils more than make up the time spent in surveying the ground? Would Modern Language study longer be in danger of being "impractical"? Is such a plan of attack practical? Please think it over. There will be more about it later. Then help to discuss it.

The hopes expressed in the November Bulletin concerning co-operation between the Modern Language organiza-

tions in the North and M. L. A. S. C. have been disappointed, at least for the present. The November Bulletin was nevertheless mailed to all the Modern Language teachers throughout the state, with a cordial invitation to join us as associate members. The response has been most gratifying. By the April meeting we should be able to report at least 75 associate memberships, and we must have 100, or more, before the close of 1916! Are you doing your part in trying to secure at least one additional member through your personal word?

My experience with "Aus Nah und Fern" in a variety of classes during the past four years leads me to believe that the magazine is well suited to stimulate interest in German. Its strong points are variety of material and style, modern vocabulary, topics of present interest or application and interesting illustrations. It adapts itself, also, to a variety of methods when used in regular class work. It is advertised in this number of the "Bulletin."

The Association is in communication with the publishers of "Modern Language Teaching" (Messrs. Chas. and Adam Black, Soho Square, London) and expects soon to be able to announce special rates of subscription to this interesting magazine for members of the M. L. A. S. C. A glance at the "Magazine Notes" in this issue of the "Bulletin" will show what valuable material this English journal has for all who are interested in modern languages.

The Library Reference List which is being prepared in all departments for the use of the Los Angeles schools is progressing slowly. It promises, however, to be a valuable list and the Association plans to bring the Modern Language section of the list to the attention of its members as soon as it becomes available. Whether the lists are to be printed for distribution by the city, or whether the Association will have to print the Modern Language List in the "Bulletin," remains to be seen.

All interested in perfect French pronunciation should note the advertise-

ment of the Yersin Method which appears in this number. It is very highly recommended by those who have investigated it personally. The Association is to be favored by a demonstration of the Method at the meeting of April 29th. C. A. W.

The French proof sheets of the University Course of Study for Spanish and French are now in the hands of the southern representative, Martin de Shazo, Hollywood High School, and copies will be mailed to all teachers, upon application by card, as soon as the booklet leaves the press. M. de S.

The March number of Munsey's Magazine has an excellent article on Spain and Portugal with many interesting illustrations and some valuable colored maps, showing how the countries were divided at different periods of their troubled history. M. P. C.

Commercial Spanish

Teachers interested in Commercial Spanish would do well to examine the series of texts published by Isaac Pitman and Sons, 2 West 45th Street, New York; among others the Spanish Commercial Reader, Spanish Business Interviews, and the Spanish Commercial Dictionary.

Such teachers should thoroughly study Mr. Edward L. C. Morse's article "Commercial Spanish" in the Educational Bi-monthly for April, 1915. The Spanish view point is admirably brought out.

Spanish Realien

An excellent map of Spain with

Spanish text can be obtained of G. E. Stechert, New York; one of South America, also with Spanish text, of the Rand, McNally Co., of Los Angeles.

"Songs of the Pyrenees" and "Folk-Songs of Mexico and South America" contain many pretty Spanish songs. Both collections are available at Birkel's, Los Angeles.

Spanish Scholarship

The teacher of Spanish who is anxious to keep abreast of current Spanish scholarship can find no better aid than the "Revista de filologia Espanola," directed by Menendez Pidal. Its bibliography and reviews are complete and up to date. R. E. S.

Easy Spanish Plays

Replying to an inquiry in the last "Bulletin," Miss Ruth Henry of the Spanish Department of the San José High School, writes that she has prepared for publication a number of short Spanish plays, suitable for class or club use. These plays are in simple, unadorned, everyday Spanish. They vary from five minutes in length to forty minutes and from two to eight or more characters.

Cervantes

As tribute to the immortal author of "Don Quixote" the Spanish weekly "Las Novedades" began publishing on January 20th, an illustrated supplement with the title "Cervantes." On April 23d, the three hundredth anniversary of the death of Cervantes, all Spain, Spanish America and Spanish-speaking colonies everywhere will pay homage to the name of the great painter of humanity. G. F.

INQUIRIES

Why do we find on recent programs of the National Education Association no "Modern Language" sections or addresses? Whose business is it to see that this side of education is not neglected by the all-inclusive association of American teachers? Can we do anything to make next year's program right in this respect? If so, how? And when shall we set about it?

Would it not be possible to have summer schools in Southern Cali-

fornia, where Modern Language teachers would be able to do practical work in phonetics, conversation, etc.? Would it not be possible and extremely helpful to have a summer camp in the mountains, with a competent instructor in charge, where only German or French or Spanish would be spoken? (Vermont has already begun the establishment of such schools.)

How many of our High School teachers in Southern California are mem-

bers of the "California High School Teachers' Association?" On the 200th page of its "1915 Proceedings," recently issued, is the following legend:

"JOIN NOW! The California High School Teachers' Association is supported by the voluntary action of the progressive secondary teachers of the State. Dues per year, 50 cents. Every member secures a copy of the "Proceeding." Officers for 1916, Merton E. Hill, president, Ontario, California; Lester E. Bartlett, secretary, Pomona, Cal."

The fact that the officers for this year are from the southern part of the state and that the annual meeting will doubtless be held in our midst, shows that the effort is being made to reach all parts of California. Why not surprise the new secretary by sending in your dues—and mentioning the "Bulletin" incidentally?

C. A. W.

Would it not be worth while to get together information regarding the best

places to buy foreign books, pictures, maps, post cards, charts, etc.? To this end, this department would be glad to receive addresses of firms publishing catalogues of foreign books, or firms selling photographs or other things useful in foreign language work.

The following firms have already been highly recommended for the purchase of foreign material: G. E. Stechert and Co., N. Y.; E. Steiger and Co., 49 Murray St., N. Y.

The following inquiries have been received:

Where a book can be obtained containing a comprehensive list of Spanish proverbs and modismos.

Where one can have his foreign paper books bound at a price within the range of a school teacher's purse. (Los Angeles firm preferred).

Where collections of foreign songs can be obtained.

Where a good book on modern Spanish painters is published. M. P. C.

BOOKS

This department is open to discussions or reports on books of all kinds useful in school work, and books interesting to people who read just for the joy of a new outlook on life. The only requirement is that the book shall have some relation to modern languages, either because of the medium in which it is written or because it deals with life or scenes of foreign countries. Please do not wait to be invited but send in notes regarding interesting books or articles and let us enjoy them with you.

Contributors: Mary P. Cox, Gracia L. Fernandez, Lawrence M. Riddle, Martin de Shazo, Hugo W. Koehler, Charlotte A. Knoch and Carleton A. Wheeler.

Life in Mexico. By Madam Calderon de la Barca.

A book which has never had the fame it deserved but will, no doubt, now make a host of new friends, since it has recently been added to Everyman's Library, is "Life in Mexico" by Madam Calderon de la Barca, a Scotch woman, who in the year 1839 went to

Mexico as wife of the first Spanish ambassador to the new republic. During her two years' residence in the capital city she wrote detailed reports to her daughters of all she saw and heard and felt in that country which was all so very interesting and full of charm to her. In reading this delightful book, one is inclined to forget, except in occasional instances, that it was written nearly eighty years ago as many of her observations describe conditions now as well as then. As a writer of bright, witty letters, full of "local color" she deserves to rank with the most famous; and as a delineator of Mexican life and character she has caught the spirit of things so admirably that she has placed the painstaking historians in her debt—a fact which William H. Prescott generously acknowledges in a preface which appears in Everyman's edition. M. P. C.

Spanish Grammar. By Espinosa and Allen.

The Spanish contingent of the city schools is rejoicing over the advent of a new grammar. It comes at this

time of year with all the freshness of an unexpected and welcome visitor. We take off our sombreros to it and devoutly hope it is as good as it looks. We delight in its genteel and substantial appearance—it looks positively interesting with its pictures gathered from all parts of the Spanish-speaking world and with those fine little maps with Spanish names and places. I wonder why it has only just occurred to grammarians that we really do want to know something about the countries and peoples whose languages we are struggling to acquire. That picture of the Giralda of Sevilla arouses a keen interest to know how a Moorish skyscraper happens to be the bell tower of a Catholic cathedral—we shall have to find out about it. We are glad to see that the book begins with the verb *hablar* and that we are not, at the start, driven to abject despair on the first page with the intricacies of *ser* and *estar*.

Muchisimas gracias, Senores Espinosa y Allen, we believe you have done us a great favor and that we are going to like your new book immensely.

M. P. C.

A Trip to South America. By Samuel Waxman, Boston University. D. C. Heath and Co.

A practical text in Spanish composition for students in high schools and colleges that have mastered the principles of Spanish grammar. The exercises are based on a series of conversations between a young business man and a college instructor, who plan a trip to South America and then visit Rio de Janeiro, Buenos Aires and Santiago de Chile.

G. L. F.

Kunst und Geschichte. H. Tuckenbach. 3 volumes, 5 M.

These volumes deal with art, architecture, etc., in all their phases and in all periods of history. They are very usable, being largely pictures, with just enough text to explain the illustrations.

A most interesting and practical set of travel books are the following, published by Scribner Sons, N. Y., (\$1.50 each).

France of the French,

—Harrison R. Barker

Spain of the Spanish,

—Mrs. Villiers-Wardell

Germany of the Germans,

—Robert E. Berry

Switzerland of the Swiss,

—Frank Webb

A fine series of books dealing with the country are the "Volksbücher der Erdkunde," published by Velhagen und Klasing, Leipzig—60 pf. The same firm publishes also "Volksbücher der Kunst, der Geschichte, der Literatur, der Musik."

The *Monographien zur Erdkunde*—Land und Leute—also by Velhagen und Klasing, are well illustrated and give in interesting form information in regard to the various sections of Germany. These cost 4 M. each. Some of the titles are: "Thüringen," "Tirol," "Schweiz," "Harz," "Rhein," "Der Schwarzwald," "Berlin," "Dresden."

Teachers of *Wilhelm Tell* will find the following books of pictures of great help:

Der Vierwaldstättersee—24 Bilder von Alfred Ryffel, herausgegeben vom polygraphischen Institut A. G. Zürich, 8 M.

Vierwaldstättersee—Souvenir album mit 41 Ansichten, Wehrli A. G., Kilchberg, Zürich, 2 M.

Berner Oberland—Album mit 44 Ansichten, Wehrli A. G., 2 M.

C. A. K.

Deutsche Volkskunde. Elard Hugo Meyers, Trübner, Strassburg.

This book contains valuable and interesting information in regard to German life and customs. It is not a general travel book, but is the result of academic investigation. A perusal of this book may help the teacher in understanding many points in German literature, especially such books as deal with specific localities or provinces.

H. W. K.

Seventeenth Century French Readings. By Schinz and King. Holt, 1915.

In a course in French literature of the seventeenth century the plays of Corneille, Racine and Molière are easily accessible. Such is not true of the works of many other writers of less importance but of the highest value and interest if read in connection with the great masters. This book supplies such supplementary reading. The chapters on "Malherbe," "Les Précieuses" and "Des cartes" should be read in connection

with Corneille's "Le Cid" and Racine's "Andromaque." The "Maximes" of La Rochefoucauld and the "Pensées" of Pascal, if read in the same connection, mark indelibly on the student's mind the love of the seventeenth century for the philosophic aphorism. There is abundant, well chosen material to illustrate the taste and literary theories of the writers of the "grand siècle."

How the French Boy Learns to Write.

By Rollo Walter Brown. Harvard University Press, 1915.

In collecting material for this book, the author, a teacher of English, spent a year in France observing classes in schools for boys. He observed the boys, collected programmes of study, and talked with French teachers. The results will prove of value not only to the English teacher but to the teacher of French as well. The chapter on "Reading and Literature" takes the reader into a class-room where a poem of Lamartine is studied according to the "explication de texte" method.

Syntax of the French Verb. By Edward C. Armstrong. Second edition, revised. Holt, 1915.

We welcome a revised edition of a book which we have come to recognize as the final authority in its field. Acknowledgment is made by the author of his indebtedness to two eminent French scholars, Professors Foulet and Jamet, whose suggestions have been incorporated in the text. A new set of exercises in connected narrative form has been prepared by Dr. C. J. Cipriani, whose recent articles in periodicals are, in part, listed in this issue of the "Bulletin." The book may be used in classes in advanced composition, and its contents should be familiar to every teacher of elementary French.

Report of the Joint Committee On Grammatical Nomenclature. The University of Chicago Press, Chicago, Ill. About \$.20.

This pamphlet is listed in order that those who are not provided with a copy may know the place of publication.

French Verb Form. By Nitze and Wilkins. University of Chicago Press. \$.25

This, with the French verb blanks, designed by Mr. Wilkins, may be used with profit in all classes.

La Science Française. Paris, Ministère de l'Instruction publique et des Beaux-Arts. 1915. 2 volumes. Published in connection with the French exhibit at the Exposition at San Francisco, 1915. Free distribution.

In a series of short articles by eminent French scholars is set forth the contribution which France has made in the various fields of learning. Philosophy is treated by Bergson; literature of the middle ages, by Jeanroy; the literature from the Renaissance to the present time, by Lanson; history of art, by Emile Mâle; chemistry, by André Job. The historical development of French thought is succinctly traced from its early stages to the present time. Each article is provided with a carefully selected bibliography, in which the works chosen for the French exhibit are marked with an asterisk, thus giving, to some extent, a further indication of relative values.

These two volumes may, doubtless, be had upon request.

Six French Poets. Studies in contemporary literature. Amy Lowell. Macmillan, 1915.

For the teacher who desires to know what are the trends in contemporary French poetry this excellent book will help solve the problem. The poets chosen are Verhaeren, Samain, Regnier, Jammes, Fort and De Gourmont. Endowed with rare literary appreciation and herself the author of some of the best contemporary poetry, Miss Lowell interprets in a masterly, sympathetic, and, above all, interesting way, the work of these six representative French poets. Spirited translations of all citations are found in the appendix.

The Oxford Treasury of French Literature. By Albert G. Latham. Oxford University Press, 1915. Volume 1.

This is the first of three volumes dealing with French literature in the "littérature par le texte" method. It is welcomed by those who feel that histories of French literature, prepared for the French student, do not meet the needs of the American student. This first volume is a survey, elementary, yet scholarly, of the period from the middle of the eleventh to the end of the seventeenth century, the greater

part of the text rightly devoted to carefully selected extracts from French literature. Translations of the old French passages bring the volume within reach of those who have but an elementary knowledge of the French language.
L. M. R.

Histoire de la Littérature Française.
By Abry, Audic et Crouzet. H. Didier, Paris.

An excellent reference book for fourth year literature. The 324 illustrations are neat reproductions of photographs in the Bibliothèque Nationale, etc., and the divisions of an author's life and works are such as to enable the reader to gain a succinct idea of his place in literature with even a cursory glance at the paragraph headings.

While reading French history, why not give Lavis's "La Deuxième année d'Histoire de France," published by Armand Colin, 103 Boulevard Saint-Michel, Paris? Besides excellent historical material—easy enough for second year—each chapter is provided with a short resumé, copious additional léçits, and a set of questions that will aid in conversation.
M. de S.

France Herself Again. Ernest Dimnet. Pp. 510. London, Chatto and Windud. Price 16s net.

"With the exception of the last chapter, written before the war broke out, in order to make Englishmen understand the rapid changes that have taken place in France since the beginning of the century, and the true mentality of the French nation."

Verdeutschungen. Dr. Frederich Düsel. Verlag von George Westerman, Braunschweig, 1915. Pp. 176. 40 cents.

A practical illustration of the universal effort in Germany to avoid foreign words in conversation and in print. An excellent book for the Amer-

ican teacher who desires an up to date, compact reference book of German synonyms.
C. A. W.

A CATALOGUE OF FRENCH BOOKS

A catalogue of French books and periodicals in the Public Library of Los Angeles will be ready for distribution in the near future. It will include publications in the French language and critical and reference works in English. Translations into English will not be included on account of the increased expense which would thereby be incurred.

The cost of printing two thousand copies will be about one hundred and fifty dollars. This expense will be borne by several French citizens of Los Angeles whose names have become well known through their cooperation and leadership in spreading the French language and literature. A number of French organizations will aid in the proper distribution of the catalogue. Five hundred copies will be distributed through the Public Library. Single copies may be had on request to L. M. Riddle, University of Southern California, by inclosing five cents in stamps to cover expense of mailing.

Monthly lists of additions to the French shelves are to be found in the library. These lists will be mailed quarterly on request to the librarian, Mr. Everett R. Perry.

In this connection the Association desires to express its appreciation of the splendid efforts of Mr. Perry in building up a library commensurate with the size of Los Angeles, and to assure him the hearty cooperation of its members in reciprocation for the many courtesies which he has shown them. In conformity with his policy to serve the public, Mr. Perry invites suggestions. If the book you desire is not in the library, fill in a request blank at the Information Desk and a notice will be sent to your address on receipt of the book.
L. M. R.

PERIODICAL LITERATURE

(September to March)

Contributors: Harriet Kemp, Gracia L. Fernandez, Estelle Tennis, Lawrence M. Riddle, C. A. Wheeler, Valentine Buehner.

The Choice of Reading Matter. Professor S. H. Goodnight. University of Wisconsin. Bulletin of the Wisconsin Association of Modern Language Teachers, January, 1916.

In this most timely and interesting article Dr. Goodnight discusses first the general principles which should govern the choice of reading matter in modern language courses. These he sums up in the sentence, "See to it that the reading matter bears upon the life and character of the foreign people and that it is adapted in degree of difficulty to the ability and stage of maturity of the class." The types of reading matter for a four-year course in German are discussed under these heads: short stories, novels, lyrics, dramas, historical and descriptive prose. There follows a discussion of practical problems, the question of fiction or non-fiction, modern or classical material, prose or poetry, reader or separate text.

In the same number of the Wisconsin Bulletin is to be found "Modern Language Study as a Contribution to the Ethical and Cultural Development of the Student" with the following sub-heads: literary appreciation, correlation with the English department, appreciation of foreign life and character, broader conceptions of citizenship through sympathy and tolerance. This paper is by F. J. Menger, Jr., of Macalester College and is well worth reading, as is also "Types of Class Work" in the same issue by Edith L. Ruddock of Manitowac High School. H. K.

The Place of Reading in the Modern Language Course. Marian P. Whitney, Vassar College. Educational Review, 51, 181-197. Feb. 1916.

Miss Whitney pays just tribute to Germany for improving the methods of Modern Language teaching and for raising that department to its proper place in the estimation of school

authorities. One of the foremost institutions in this movement is the *Musterschule* at Frankfort-on-the-Main. In the program of that school the object of the course in modern languages is defined: 1. Intelligent reading of the whole literary language. 2. Intelligent understanding of everyday speech. 3. Active use of the language up to two or three thousand words.

There must be a sharp distinction between reading and translation. Learning to read a language is a process of acquiring new symbols for objects and ideas. Translation is a process of comparing two sets of symbols. Class translation is dangerous, for it puts stress on the English, when it should be on the foreign language. Some simple reading should form part of every lesson from the beginning. The recitation should begin with brief questions on required outside work, the questions to be in the foreign language and as far as possible in the words of the text. Select for discussion passages with words and expressions that will be valuable for the pupil to know well. Vary the work in reading. One day assign two or three pages for intensive work in vocabulary and construction, another day five or six pages for reproduction. In the third year of the high school course the class should be able to read with enjoyment and appreciation from the point of view of thought and form, not of vocabulary and grammatical construction. G. L. F.

La Poésie Classique dans les "Méditations." René Doumic. *Revue des Deux Mondes*. January 15, 1916.

In this article M. Doumic comments upon certain phases of Lamartine's poetry which are discussed in M. Lanson's new edition of the "Méditations" in the collection of "Grands Ecrivains de la France," Hachette. He points out that this earlier work of Lamartine's was the classical expression, both in subject-matter and form, of certain tendencies, which had already been manifesting themselves in the literature of the latter part of the 18th and the beginning of the 19th centuries. M. Doumic also gives us an insight

into the intimate life of the poet, which is reflected in the "Méditations." He shows how Lamartine, while describing his own emotions, struck a universal note and, in so doing, created a classical type. E. T.

Phonetics, A Practical Course In. Lydia M. Schmidt. School Review, Oct. 1915.

The writer recognizes the desirability of teaching the elements of phonetics in secondary schools, and gives an outline of a course in "practical phonetics" offered in the University of Chicago High School.

Foreign Languages, Some Experimental Data on the Value of Studying. Daniel Starch. School Review, Dec. 1915.

Tables show that the scholastic records of students in the university entering with Latin are only slightly better than those of students entering with German; that the English vocabulary of those who have studied Latin is only slightly better than those who have not; that a study of foreign languages materially increases a student's knowledge of English grammar.

Junior College in California, The. A. A. Gray. School Review, Sept. 1915.

The history and present attainments of the Junior College together with university records of graduates of several junior colleges.

Grammatical Nomenclature From the Point of View of the Teaching of French, Report of the Joint Committee On. Charlotte J. Cipriani. School Review, Dec. 1915.

Attention is called to certain inconsistencies in the revised nomenclature and several suggestions are made which are in conformity with the later methods of presentation of grammatical principles.

Revised Syllabus For a Three-Year High School Course in German. Presented at the twenty-seventh Educational Conference of the University of Chicago, Friday, April 16, 1915. School Review, Sept. 1915.

"A comparison with the original syllabus published in the School Review, XXII, No. 2, (February 1914),

will show that the reading requirement and the work in grammar have been reduced in the revised syllabus."

Future and Past Future. Charlotte J. Cipriani. Modern Philology, Nov. 1915.

A symposium of grammarians' statements of the tense-idea of the past future (or conditional), and of the relationship of mood and tense.

Curriculum, A Model High School. Ransom A. Mackie. Educational Review, June 1915.

Recommends vocational training and training for citizenship.

Examining, The Process of. Frank A. Sechrist. Educational Review, Nov. 1915.

A discussion of various views of the purpose and value of examining and of the nature of examination questions. "The final examination * * * is * * * the fruit of all preceding instruction and tests and the predestined end of a progressive series."

German Thought and French Thought. Emile Boutroux. Edinburgh Review, Dec. 1915.

A lecture delivered at the University of Berlin, May 16, 1914. Translated by Sarah Schuyler Butler. The eminent French philosopher analyzes the two types of mind, shows how they are not contradictory but are rather complementary.

High School Hydra, The. Helen Babcock Latham. Educational Review, Nov. 1915.

A very fair and sympathetic discussion of the problem of the high school fraternity.

Direct Versus the Indirect Method of Teaching Modern Languages, The. William A. Cooper. Education, Sept. 1915.

The best arguments of the advocates of the direct method are presented. Contrary to what the reader would expect from the title, only one side of the question is presented. The impartial observer is not willing to "ask the believer in the direct method" when he desires to know how the two systems are working out.

Elementary Education, Elimination of Waste in. Charlotte J. Cipriani. *Education*, Dec. 1915.

The writer advocates the study of a foreign language at an early age and offers some practical suggestions as to how it can be accomplished in American schools.

France, Literary Affairs in. Theodore Stanton. *Dial*, Nov. 25, Dec. 23, 1915, etc.

Under this title the special Paris correspondent records the main literary events in France.

French Literature and the War. Theodore Stanton. *Dial*, Oct. 28, 1915.

One effect of the war was the suspension of certain publications among which is the translation of the complete works of Richard Wagner.

Why the Direct Method For a Modern Language. Carl A. Krause. *Educational Review*, March 1916.

After giving arguments in favor of the direct method the writer adds some timely remarks on what to read—a subject which has not received sufficient attention—and recommends that we should not “overlook the element of interest in literature;” that we should “encourage students to engage in outside reading.”

“The Report of the Joint Committee on Grammatical Nomenclature.” A rejoinder to Miss Cipriani. William A. Nitze. *School Review*, March 1916. Professor Nitze takes exception to criticism of certain parts of the Report made by Dr. Cipriani in the December number of the *School Review*.

German Folk-Songs, The Rhythmic Form of the. George Pullen Jackson. *Modern Philology*, Feb. 1916.

The writer points out what he has found to be the rhythmic characteristics of the many folk-songs which he has examined. Apart from the value of the conclusions reached by such an extensive study, the bibliography may prove of great service to those who desire to procure collections of folk-songs with musical notation.

L. M. R.

Le Français Dans Les Ecoles Anglaises Cloudesley-Brereton. *Modern Language Teaching*, Oct. 1915.

Explains the most recent developments of the efforts to popularize French in England, including interesting information as to “exchanges” that are being arranged between England and France.

Circular 849—The Teachers’ Guild Memorandum. M. L. T. Oct. 1915.

A report from the Teachers’ Guild Council (England) upon the Board of Education’s proposals for examinations in Secondary Schools. Contains interesting material for those desirous of seeing a better “standardization” in Secondary School teaching.

The Spech-Sounds of English, Their Determination and Notation. A. D. Wilde. M. L. T., Nov., Dec., 1915.

A valuable and interesting discussion of English phonetics for any modern language teacher, whether particularly interested in phonetics or not.

Report of the Sub-Committee On the Teaching of European History. M. L. T., Nov. 1915.

It wishes to show (1) how far the syllabus of the history expert will cover the ground with which the Modern Language pupil ought to be familiar, (2) how far the Modern Language teacher can supplement the work by co-ordination. A valuable article for those who are looking forward to the next step in Modern Language teaching.

The Direct Method of Teaching Modern Languages. Prof. W. A. Cooper. Stanford University. *Proceedings of C. H. S. T. A.*, 1915.

Professor Cooper in this address of last July before the German Section meeting in San Francisco emphasizes the best in recent theory of “direct method” and points out pitfalls. A thoroughly readable and instructive article.

The Use of Phonetics in the Teaching of Modern Languages. Jeanne H. Greenleaf of C. H. S. T. A., 1915.

"I must take it for granted we all agree that in the study of a language, the spoken language ought to be considered the most useful." A forceful plea for extended and technical phonetics.

America and the German Spirit. Joseph H. Crooker. The Hibbert Journal, Oct. 1915.

A discussion of the effect of various German ideals in American education during the past fifty years, some of which the writer regards as inappropriate to America.

Behind the Scenes. Eva Madden. The Hibbert Journal, July 1915.

Interesting glimpses into boarding-school life in Germany (a girls' school) ten years ago, by an American woman.

The Effect of the European War Upon Higher Learning in America. Pres. Chas. F. Thwing. The Hibbert Journal, Oct. 1915.

Includes a discussion of the position of French and German in our schools after the war and predicts a possible advantage for French in two or three directions.

The German Mind. Professor George T. Ladd. The Hibbert Journal, Jan. 1916.

A very clear analysis of the present unity of German ideals. C. A. W.

Montatshefte für deutsche Sprache und Pädagogik. Milwaukee, Wis. The following articles of the last six months are of interest:

Value of Modern Language Teaching, William Hänsler, Oct. 1915.

Der Vorgang des Lesens, Rudolf Schulze, Leipzig, *ibid.*

Natural Methods of Teaching German Composition, Lawrence M. Price, Nov. 1915.

Zeitungen als Textbuch, Adolf Zucker, *ibid.*

Ein neues Blatt deutscher Dichtung, Fr. Kläber, Dec. 1915.

Müssen die dingwörter mit grossen anfangsbuchstaben geschrieben werden? E. Klm., (Sächsische Schulzeitung) *ibid.*

Wie kann sich der Lehrer eine gute Kenntnis des deutschen Lebens erwerben? Lillian L. Stroebe, Ph. D., Jan. 1916.

German in the Grades—Aims, Matter and Method. Frederick Meyer, Jan. 1916.

The Reorganization of Teachers' Training in German in Our Colleges and Universities, John C. Weigel, Jan. and Feb. 1916.

Modern Language Study as a Contribution to the Practical, Disciplinary Training of the Student, Caroline Young, Feb. 1916.

Die Notwendigkeit der deutschen Schul-reform, Dr. Heinrich Keidel, Feb. and March 1916.

Outside Reading as an Important Factor in Modern Language Instruction, A. Kennigott, A. M., (contains a long list of German books for boys and girls) March 1916. V. B.

NOTICES

SECRETARY'S NOTICES.

The past three months have been busy ones for the Executive Committee. It has met oftener than once a month, for more than two hours at each meeting. Its plans for maintaining the Bulletin and for greatly extending the membership roll have involved much thought and effort. But it feels that both have been worth while, for the results have exceeded expectations and the prospects for still greater returns are very bright.

Membership.

The secretary wishes to add to the

treasurer's summary the following data, also as of date April 1st:

| | |
|--|-----|
| Members in full and associate standing, all dues paid..... | 103 |
| Requests for "Application Blanks" recently answered | 51 |
| Members on 1915 list who have not asked to be dropped | 76 |
| Names recently "proposed," to whom invitation has been sent... | 13 |

Total 1915-16 and "prospective members

243
We need at least 400 members (a majority of whom would be "asso-

ciate") in order to insure the present activities of the Association without calling upon the contributions of those pledging special funds. Will you help to realize that goal?

The April Meeting, Saturday the 29th, at U. S. C.

Come, bring a friend or pupil. Send your acceptance early! Bring a good suggestion along, too—in writing, please! If you can't come, mail your suggestion or query likewise early.

Dues

Accept our congratulations upon having them off your mind for 1916! For if you receive this Bulletin you are of the "advance guard!" If some of your friends have not received theirs, kindly remind them of our great readiness to make amends—as soon as a "receipt" is in order!

"With Our Compliments"

Through the kindness of Dr. Krause of Brooklyn, the Association is enabled, at a small outlay, to furnish each member with a copy of the "Methodology" for 1914. It is hoped a similar one for 1915 may accompany the next Bulletin also.

And Finally—

Memberships are beginning to come in from students, from the parents of students, and from "friends" outside the state. Have you sent out the "Private Mailing Card" recently furnished you? Have you presented the value of the Association to any of your most interested pupils? If not—then some other teachers are getting ahead of you in good works.

Carleton Ames Wheeler,
Secretary.

REPORT OF THE TREASURER

April 1, 1916.

Receipts

| | | |
|-------------------------|----------|-------|
| 72 Full Members | | |
| Dues, 1916 | \$72.00 | |
| 31 Associate Members | | |
| Dues, 1916 | 15.50 | |
| Dues in arrears, | | |
| 1915 | 6.50 | 94.00 |
| Advanced For Sustaining | | |
| Fund | 5.00 | |
| For advertisements in | | |
| April Bulletin | 6.00 | 11.00 |
| Total | \$105.00 | |

Expenditures

| | | |
|-------------------------------|---------|-------|
| Bills payable from | | |
| 1915 | \$18.34 | |
| Postage, express, | | |
| stationery | 11.66 | |
| 150 "Methodology" | | |
| pamphlets | 3.00 | 33.00 |
| Balance on hand April 1 | \$72.00 | |
| Total "Sustaining Fund" | | |
| pledges (including the | | |
| five dollars already | | |
| advanced) | \$52.00 | |

The finances of the Association deserve the attention and interest of every member. The organization has recently greatly increased its usefulness through the publication of the "Bulletin." It has also become more valuable to its members by sending out various pamphlets, by getting into touch with Modern Language teachers and with language problems in other parts of the country, and through the inspiration and enthusiasm which have come from the last few splendid meetings. With these activities have naturally come added expenses, bringing additional responsibilities to the Modern Language teachers of Southern California.

The Executive Committee has recommended that 40 per cent. of regular dues and all associate dues be applied to the expense of the "Bulletin." Exclusive of the \$5 already advanced for the Sustaining Fund, there is at present available, therefore, some \$44.00 for the "Bulletin." The cost of the April number will use up the best part of this sum. The publishing of three numbers each year will therefore mean (1) prompt payment of dues, (2) increased membership, and (3) additional pledges.

Let every member do his share!

John W. Combs, Treasurer.

OFFICERS OF THE ASSOCIATION.

OFFICERS.

President, Lawrence M. Riddle, University of Southern California.

Vice President, Otilie Stechert, Anaheim High School.

Secretary, Carleton Ames Wheeler, Hollywood High School.

Treasurer, John W. Combs, Lincoln High School, Los Angeles.

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Chairman, Otilie Stechert. Alice Hindson, Polytechnic High School, Los Angeles; Emma Ostland, Thirtieth St. Intermediate, Los Angeles.

Education Committee

Chairman, Ethel Shatto, Pasadena High School. Valentine Buehner, Manual Arts High School, Los Angeles; Mary P. Cox, Berendo Intermediate, Los Angeles.

Board of Editors of the "Bulletin."

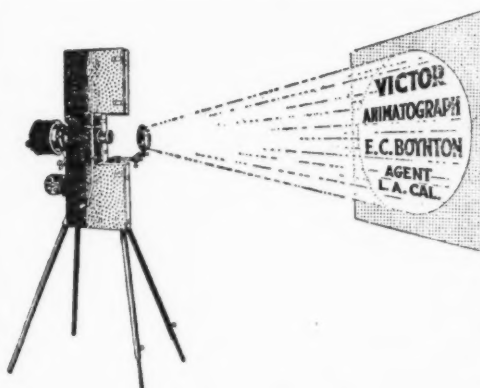
The members of the Education Committee, the President the Secretary and Ida E. Hawes, Pasadena High School; Martin de Shazo, Hollywood High School.

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Chairman, Louise W. Hutchinson, Custer Intermediate, Los Angeles. W. A. Schwindt, Pomona High School; Zoe S. Bartruff, Oxnard High School; Warren H. Rischel, San Bernardino; D. K. Hammond, Santa Ana High School; M. E. Wright, San Diego High School; C. F. Spormann, Riverside High School; C. S. Williams, Imperial High School.

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